

**PARALYMPIC VILLAGE CLEAN-UP**

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate safe and effective communication.
- ✓ **Cognitive:** I will discuss the importance of the Paralympic Games.
- ✓ **Fitness:** I will stay actively engaged as a skier and guide.
- ✓ **Personal & Social Responsibility:** I will demonstrate respect when working with my partner.

TEACHING CUES

- ✓ Lean Forward Slightly
- ✓ Feet Slide Skis Forward
- ✓ Communicate
- ✓ Move Safely in Space
- ✓ Demonstrate Teamwork

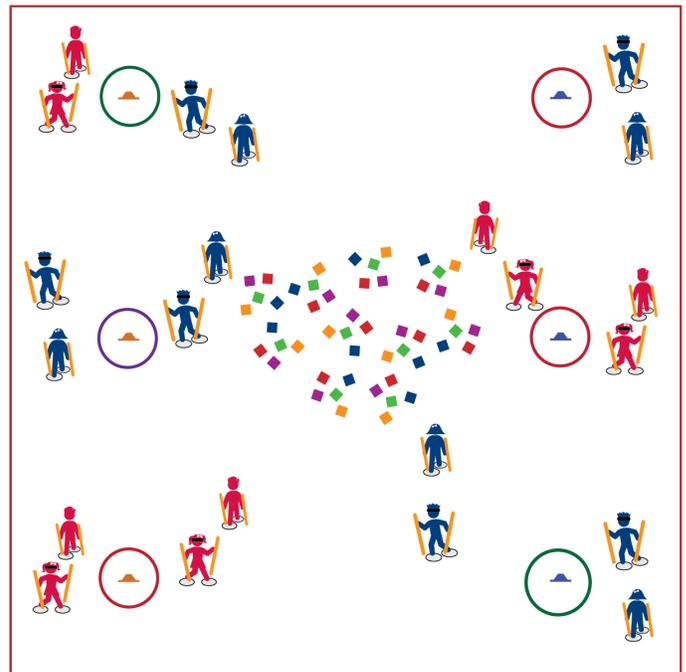
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 1 blindfold per 2 students
- ✓ 2 paper plates per student to serve as skis
- ✓ 2 noodles (or safe substitute) per student to serve as ski poles
- ✓ 1 cone and 1 hoop per 4 students
- ✓ 24–64 bean bags or yarn balls

**Set-Up:**

1. Place cones around the perimeter of the activity area with a hoop around each.
2. Place the bean bags in the center of the area.
3. Pairs will have 1 blindfold, 4 skis and 4 ski poles.
4. Pair students, 2 pairs lined up behind each cone.



**Activity Procedures:**

1. Today's activity is called Paralympic Village Clean-up. The object of the activity is to help clean up the Paralympic Village of all the trash (bean bags) left over from the Para athletes' daily meals and place them in your waste management center (cone and hoop).
2. 1 person from each pair will be the cleaner, and the other will be the guide. The cleaner will put on the blindfold.
3. On the start signal, 1 pair from each cone will work to ski into the Paralympic Village, pick up 1 piece of trash, and return to their waste management center. One partner will be the cleaner, and s/he will be responsible for picking up the piece of trash and returning it to the waste management center. The other partner is the guide, and s/he will help the cleaner find the trash and return safely by giving commands such as "left," "right," "bend down," "turn around," etc.
4. When you place the trash in the waste management center, high-five the next pair in line (who will then attempt to retrieve a piece of trash).
5. For safety, all students freeze if the teachers call, "EMERGENCY BREAK!"

**Grade Level Progression:**

3<sup>rd</sup>: Play the activity as described.

4<sup>th</sup>-5<sup>th</sup>: Use different colored beans bags and assign each group a color. Students try to collect all of their beanbags before time expires.



**PARALYMPIC VILLAGE CLEAN UP**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Move without skis. Students walk with “ski poles” in order to practice student communication skills.
- ✔ Students use scooters and paddles to retrieve the bean bags. Students will not be blindfolded.
- ✔ Use different colors of bean bags to represent different types of waste. For example, blue=trash, red=recycle, green=compost. Assign “jobs” to all the groups in the class. Each group will focus on picking up only their type (color) of trash. The class must work together to clean up the Paralympic Village.

ACADEMIC  
LANGUAGE

Able-Bodied Athlete, Communication, Cooperation, Guide, Paralympian, Paralympics, Safe, Teamwork

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard 2 [E3.3-5]:** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance, and pacing for running (4a); Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target (4b); Applies movement concepts to strategy in game situations (5a); Applies the concepts of direction and force to strike an object with a long-handled implement (5b); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).
- ✔ **Standard 4 [E1.3-5]:** Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).
- ✔ **Standard 5 [E4.3-5]:** Describes the positive social interactions that come when engaged with others in physical activity (3); Describes/compares the positive social interactions when engaged in partner, small-group, and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** What would you include on a list about the Paralympics?
- ✔ **DOK 2:** How would you summarize the importance of the Paralympics?
- ✔ **DOK 3:** What facts would you use in order to convince someone to watch the Paralympics? Why did you choose those facts?

TEACHING  
STRATEGY  
FOCUS

**Help students revise knowledge.** As the module comes to a close, utilize quality class time to help students revise previous misconceptions while also adding new information. This discussion will help students build a sense of themselves as active learners.